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ABSTRACT

This packet contains information relating to the comprehensive counseling and guidance program of the Kent School District in Washington. The information includes: a timeline for implementation of the plan and an organizational chart of the program; a chart explaining the four components of the program; the syllabus for a staff development program and evaluation forms for the program; information pertaining to the Advisory Council for the program; three graphs depicting the counseling program components at the elementary, junior high, and high school levels; and a timeline for the needs assessment pilot part of this counseling and guidance project along with the needs assessment instrument. (MKA)

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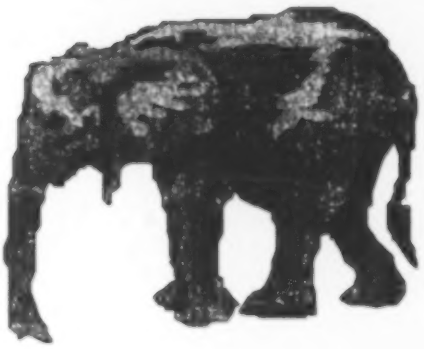
PERCEPTIONS OF AN ELEPHANT

WSCA Spring Conference
Olympia, Washington
March 3, 2000



Presented by:
Kay Perman, M.Ed.
Lori Kasemeier, M.Ed.
Debbie Solatka, M.Ed.

Kent School District
Kent, Washington

CG029780

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PERCEPTIONS OF AN ELEPHANT . . . .

The Kent School District Approach to Comprehensive Counseling & Guidance

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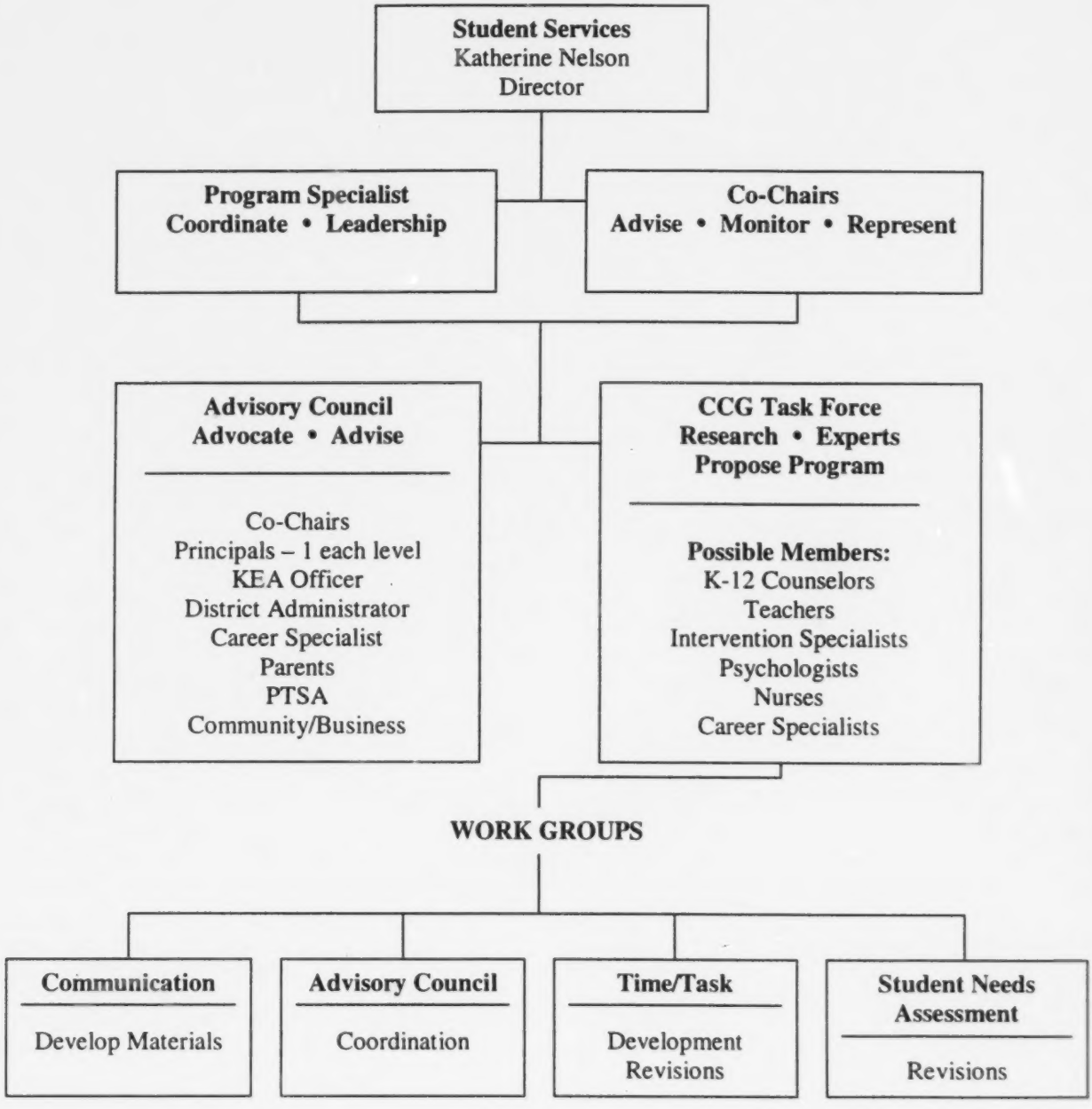
KENT SCHOOL DISTRICT
Student Services

Implementation Plan for Comprehensive Counseling and Guidance

ACTIVITY	TIMELINE	COMMENTS
K-12 Inservice on Washington State Model	1/98	
Establish a leadership group and organizational framework	Spring '98	Formation of Comprehensive Counseling & Guidance Task Force
Develop Plan of Action	Spring '98	Re-examined 1998-99. Includes staff development class
Design data collection method for K-12 counselors	5/98	Time and Task form to be implemented Fall '98
Establish District level program coordinator	6/98	
K-12 Inservice on KSD Vision	8/98	37 K-12 counselors attended
Write project mission / rationale	Spring '99	
Develop draft version of K-12 student competencies	10/98	To be aligned with State EALRs and National Standards for School Counseling Programs
Counselors collect data on current activities	1998-99 school year	19 schools
Conduct draft inventory of current K-12 counseling & guidance services	1/99	To be revisited
Form a school/community Advisory Council to advise and advocate	Spring '99	
Gain support from the School Board		Spring '99 target date
Assess student, parent, community needs	Spring/Summer '99	Design tool, develop assessment timeline & conduct assessment
Analysis of needs assessment data	1999 - 2000	
Align desired program to current program	Summer '99 August '99 Inservice	Utilize time/task data, state model, assessed needs
Secure necessary resources for implementation	1999 - 2000	
Select pilot school(s) for implementation. Develop system for on-going evaluation, monitoring and revision	Spring 2000	
Develop system for K-12 implementation		

KENT SCHOOL DISTRICT
COMPREHENSIVE COUNSELING & GUIDANCE

Organizational Chart



KENT SCHOOL DISTRICT
Four Components of a Comprehensive School Counseling and Guidance Program

Guidance Curriculum Provides guidance content in a systematic way to all students kindergarten to grade twelve	**Responsive Services** Addresses the immediate concerns and needs of students	**Individual Planning** Assists students in planning, monitoring, and managing their academic and career development	**System Support** Includes program management activities that establish the counseling & guidance program in the school and supports the overall school/district program
Purpose Personal & social awareness, skill development and application of skills to everyday life **Content Areas** •*Personal-Social* Development of healthy self-concept Development of skills to interact positively with others Understanding & appreciation of diversity Development of skills to promote positive & health enhancing behaviors •*Educational* Understanding the relationship between work and learning Knowledge & appreciation of learning styles Understanding & appreciation of goal setting process •*Career Planning* Skills to make informed decisions Knowledge of vocational training Development of positive work habits Knowledge of career opportunities	**Purpose** Prevention and intervention services in a variety of areas **Possible Areas of Focus** •Academic concerns •Study skills •Attendance concerns •Misbehavior •Dropout prevention •Relationship concerns •Physical/sexual/emotional abuse •Grief/loss issues •Substance abuse •Family issues •Coping with stress •Parent education •Suicide •Violence prevention/intervention	**Purpose** Student educational and occupational planning, decision making and goal setting **Areas Addressed** •*Educational* Acquisition of study skills Awareness of educational opportunities Appropriate course selection Lifelong learning Utilization •*Career* Knowledge of career opportunities in the 21st century Knowledge of vocational-technical training Demonstrate positive work habits •*Personal-Social* Development of healthy self-concepts in face of adversity Development of adaptive and adjustive social behavior	**Purpose** Program management, implementation, and support **Areas of Focus** •Guidance program management, development, and implementation •Program assessment and evaluation •Resource management (budget, staff, facility) •Teacher/administrator consultation •Staff development •Schoolwide improvement planning/ education reform •Counselor professional development •Research and publishing •Public relations an community outreach
Counselor Role Structured groups Consultation Guidance Curriculum implementation in classroom(s)	**Counselor Role** Individual counseling Consultation Referral Small group guidance	**Counselor Role** Assessment Planning Placement Individual counseling Small group guidance	**Counselor Role** Program management Consolation Coordinator Student

Kent School District – Student Services – 1/3/00

KENT SCHOOL DISTRICT
Staff Development Program Syllabus

COURSE TITLE: Implementing KSD Comprehensive Counseling & Guidance Model

SPU:	**CRN:**	**DISCIPLINE:**	**Course:**
SU		**DISCIPLINE:** EDPD	**Course:** 900

COURSE DATES/TIME:	Mon.	10/04/99	3:30 pm - 5:30 pm
	Fri.	10/08/99	1:00 pm - 3:00 pm
	Mon.	11/08/99	3:30 pm - 5:30 pm
	Mon.	12/06/99	3:30 pm - 5:30 pm
	Mon.	01/10/00	3:30 pm - 5:30 pm
	Mon.	02/07/99	3:30 pm - 5:30 pm
	Mon.	03/06/00	3:30 pm - 5:30 pm
	Mon.	04/03/00	3:30 pm - 5:30 pm
	Mon.	05/01/00	3:30 pm - 5:30 pm
	Mon.	06/05/00	3:30 pm - 5:30 pm

INSTRUCTOR: Debbie Solatka

INSTRUCTOR QUALIFICATIONS: B.A. in Psychology, Western Washington University; M.Ed., Counseling, Eastern Washington University; Junior high counselor, 1984 to present; Coursework; Personal experience; Student seminar and support groups.

LOCATION: 10/04, 11/08, 12/06/99 - Baker/St. Helens room
10/08/99, 1/10, 2/07, 3/06,4/03, 5/01, 6/05/00 - Mt. Adams

COLLEGE CREDITS:	2	**SPU CREDIT COST**:	$78.00
		SU CREDIT COST:	$70.00
TOTAL CLOCKHOURS:	20	**CLOCKHOUR COST**:	$20.00

LEARNING RESOURCES/REQUIRED TEXTS: "Guidelines for Comprehensive Counseling and Guidance from Kindergarten through Community and Technical College", OSPI, 1998.

LEVEL OF APPLICATION: Mastery

COURSE DESCRIPTION: K-12 school counselors will finalize the K-12 Comprehensive Counseling and Guidance Program model for the Kent School District and submit for approval a timeline for implementation.

GENERAL COURSE GOALS: Participants will complete the Kent School District model for the K-12 Comprehensive Counseling and Guidance Program.

COURSE OBJECTIVES (LEARNING OUTCOME):
1. To analyze the data collected during the 1998-99 school year regarding program services.
2. To develop need assessment tools for K-12 sample populations of students, parents and community.
3. To establish student standards and benchmarks for the school counseling & guidance program.
4. To write a curriculum resource guide to assist with implementation.
5. To develop communication strategy to acquaint others with the counseling and guidance program.
6. To establish an on-going evaluation timeline and procedures.

ATTENDANCE REQUIREMENTS: The participant must attend all class sessions. If a participant must miss any portion of a session, the instructor must be notified prior to the absence in order to make appropriate arrangements.

REQUIREMENTS FOR COURSE COMPLETION FOR ALL PARTICIPANTS:
During Class: Attend all class sessions with active participation in all discussions and activities.

Out of Class (must include at least one written requirement):

Out of class assignments are required of participants taking this class for college credit or for a training program. Participants must at least complete the requirements for Pass/"B":
Any participant wishing a letter grade must notify the instructor in writing by the second session.

Pass/"B": **Choose one work group from the following:**

a) Research successful models and recommend components for KSD
b) Conduct District Advisory Council
c) Write student standards and benchmarks
d) Design need assessment tools and the scoring procedure(s)
e) Establish communication strategy
f) Write resource guide for curriculum and materials

"A": Choose **two** work groups from the above list (a-f).

OUT OF CLASS ASSIGNMENT DUE DATE: Friday, June 23, 2000. Send completed homework to Deborah J. Solatka, Student Services, Admin. Ctr., Suite 400.

FOLLOW-THROUGH: Plans for Transferring Skills into the Worksetting (Check all that Apply):

- ☐ Action Research
- ☐ Discussion/Problem-Solving Groups
- ☐ Peer Observation/Coaching
- ☐ Practice Skills in Workshop
- ☐ Readings
- ☐ Videotaped Lessons Critiqued
- ☐ Videotaped Lessons Turned In
- ☐ Journals
- ☒ Other(list): Observations/visitations with other district. Participation at state level (OSPI) Comprehensive Counseling & Guidance meetings.

COURSE AGENDA:

Session(s)	Contents
1 & 2	Analyze 1998 -99 data collection. Compare and contrast to the national and state model. Establish communication strategy.
3 & 4	Design need assessment tools and scoring procedures for K-12 students, parents and community member samples.
5, 6 & 7	Write student standards and identify benchmark competencies. Write draft document.
8 & 9	Finalize draft document of KSD Comprehensive Counseling & Guidance Plan. Present to Administration(s).
10	Finalize ongoing evaluation procedures and implementation timelines.

KENT SCHOOL DISTRICT
STUDENT SERVICES

Implementing KSD Comprehensive Counseling & Guidance (CC & G) Model
Staff Development Course #3339A

Minutes: February 7,2000
3:30 - 5:30 p.m.
Mt. Adams

Attendance: Carol Bagley, Amy Bishop, Sue Blake, Bruce Brand, Lil Hansen, Sue Kenfield, Jayne Riggs, Kay Perman, Pat VanAmburgh-Whitney, Eileen Miguelez, Brian Wirzbicki, Judy O'Neal, Shawn Colello, A. J. Vaughns, Sharon Gangwish, Debbie Solatka.

Updates

- ✓ Kay Perman and Brian Wirzbicki reviewed the January 24th Advisory Council meeting. The input and guidance from the Council on the needs assessments was recognized and appreciated.
- ✓ March 2-4 WSCA information was distributed. Kent will be involved in a panel discussion regarding the development of our CC & G program and "best practices" examples. All counselors are encouraged to submit their examples and/or participate in the panel. Details on the specific time will be forthcoming.

Student Needs Assessments

- ✓ The group reached consensus on both needs assessment tools! The Advisory Council had asked for clarification on the response options and to make available to schools questions on such issues as depression, substance abuse education and relationships. It would be up to the individual schools to determine if those questions were to be part of their needs assessment.
- ✓ The response options will be consistent on both the elementary and secondary versions. Three options will be available: 1= I want to know this, 2=This is not important and 3= I already know this.
- ✓ The pilot will be February 2000. The following 12 schools volunteered as pilot sites: East Hill, Jenkins Creek, Covington, Park Orchard, Grass Lake, Kent Elementary, Northwood, Cedar Heights, Kent Junior, Sequoia, Kentridge and Kentwood. Approximately 500 elementary and 700 secondary students will participate in the pilot.
- ✓ The completed scan forms will be returned to Debbie Solatka by March 1 if results wish to be reviewed at the March 7th meeting. Otherwise, the data will be available for the April 3 Task Force meeting.

- ✓ District wide availability will be in April-May after the Task Force has established a survey timeline.
- ✓ Each question will be aligned with the counseling and guidance competencies/standards as well as Washington State EALRs.

K-12 Program Framework - Student Competencies

- ✓ A revised framework was distributed and worked on in elementary and secondary small groups. Both groups refined the competency language and will continue to work on the document at the next meeting. A secondary work group may meet this month to continue their work.

Homework

- ✓ Reflect upon a timeline during April/May for district-wide needs assessment surveys.
- ✓ Continue to examine the student competencies for "appropriateness" at the grade levels and if there is a logical progression from one grade level to the next.

Future Task Force & Advisory Council Meetings - Everyone is welcome!

March 6th 3:30 - 5:30 - Task Force in Mt. Adams in ESB
Recorder: Brian Wirzbicki
Refreshments: Lil Hansen & Shawn Colello

March 27th 3:30 - 5:30 - Advisory Council in KSD Board Room

KENT SCHOOL DISTRICT

COMPREHENSIVE COUNSELING AND GUIDANCE: VISION INTO ACTION

Pre – Service ● August 18-19, 1999

EVALUATION FORM

Your position: Elementary **13** Junior High _____ High School _____ Other _____

Attended: Both Days **12** Other **1**

Please indicate you agreement with each of the following by circling the appropriate number.

		Agree			*Disagree*
1.	The opportunity to dialogue with colleagues about the counseling program was useful.	4 **(13)**	3	2	1
2.	The presenters facilitated the tasks effectively.	4 **(12)**	3 **(1)**	2	1
3.	The materials provided were useful.	4 **(11)**	3 **(2)**	2	1
4.	The materials were appropriate for the program.	4 **(12)**	3 **(1)**	2	1
5.	The physical arrangements were adequate. p.m. was too warm	4 **(8)**	3 **(3)**	2 **(1)**	1
6.	The guest speakers provided useful and appropriate information and tasks.	4 **(12)**	3 **(1)**	2	1
7.	The overall program will be useful to me this school year.	4 **(12)**	3 **(1)**	2	1

My most valuable learning was:

- Accomplishing so much – with counselors across all levels – very worthwhile
- Spending time with colleagues sharing ideas and enthusiasm about activities to do with whole classes
- Very helpful – I feel like I have a better grasp of where Counseling Program is headed
- Working in small groups to get our document complete – challenge activities
- Sharing the different programs/approaches people at my level are utilizing
- The chance to work with colleagues from all levels
- Dialoging across levels – getting to know issues and people at all three levels
- This was great – I feel we are really getting focused and seeing tangible results. We are getting there.
- The process for moving along in the implementation for the GG&G plan
- Networking with colleagues
- Getting specific pieces in writing
- Sharing ideas – having handouts

I intend to use this learning by:

- Continuing to be enthusiastic about our model and goals
- Trying to get into intermediate classes this year
- Implementing challenge activities – putting up mission statement
- Keeping in touch with my colleagues to continue to share ideas
- Continuing to participate on the task force and educating my staff and administrators
- Re-evaluation priorities based on proposed model
- Talking to principal and teachers
- Continuing to evaluate my program
- Planning program around the comprehensive plan
- Setting professional goals – taking a step toward our program by looking at my curriculum

I would like to learn more about:

- Other staff development topics we will come up with at our levels meetings
- Portable Challenge Program
- Implementing our comprehensive plan – challenge training
- Delivery of services in the classroom
- The programs other people are using, designing, coordinating
- Guidance curriculum – classroom materials
- Needs assessment on elementary level
- How counselors find resources to support their program

I would like to be involved in the process by: (your name_____)

- Staff development
- Continuing to meet as a task force
- Needs assessment
- Continuing to participate in the task force and with work groups
- Attending as many of the task force meetings as possible

Your input is crucial as we continue to develop and expand our program. Thank you!

KENT SCHOOL DISTRICT

COMPREHENSIVE COUNSELING AND GUIDANCE: VISION INTO ACTION

Pre – Service ● August 18-19, 1999

EVALUATION FORM

Your position: Elementary__1__ Junior High__12__ High School_____ Other_____

Attended: Both Days__12__ Other_____

Please indicate you agreement with each of the following by circling the appropriate number.

		Agree			*Disagree*
1.	The opportunity to dialogue with colleagues about the counseling program was useful.	4 **(12)**	3	2	1
2.	The presenters facilitated the tasks effectively.	4 **(7)**	3 **(5)**	2	1
3.	The materials provided were useful.	4 **(8)**	3 **(4)**	2	1
4.	The materials were appropriate for the program.	4 **(10)**	3 **(2)**	2	1
5.	The physical arrangements were adequate.	4 **(3)**	3 **(6)**	2 **(2)**	1**(1)**
		seats hard, need air conditioning, use new H.S.			
6.	The guest speakers provided useful and appropriate information and tasks.	4 **(8)**	3 **(4)**	2	1
7.	The overall program will be useful to me this school year.	4 **(7)**	3 **(5)**	2	1

My most valuable learning was:

- Portable ropes course
- Being able to have a "Draft Finished Product" to review. Great opportunity to share across levels.
- Collegial sharing
- Seeing things become more manageable towards realizing a comprehensive program
- Sharing own ideas from buildings; seeing the big picture
- Review and confirm goals of Comprehensive Guidance Program
- Meeting & talking with other counselors - it was also good to do varied tasks in short bursts.
- Any opportunity to talk with colleagues is refreshing and full of ideas
- K-12 dialogue – people's energy

I intend to use this learning by:

- Taking the training course
- Going to our department and focusing our efforts
- Focusing myself this year even more so to the competencies, etc. & reaching more students
- To evaluate our present building program and begin to make position changes
- Setting new goals for school year
- Educating others to Guidance Program – begin to address benchmarks
- Using more games and metaphors – packets of documents will be helpful with administrators
- Learning this year and until I win big in the lotto

I would like to learn more about:

- Ropes course
- Models that are being implemented and evaluated
- Strategies to implement to meet benchmarks
- What other people do (professionally)

I would like to be involved in the process by: (your name_____)

- Needs assessment
- Staff development

Your input is crucial as we continue to develop and expand our program. Thank you!

KENT SCHOOL DISTRICT

COMPREHENSIVE COUNSELING AND GUIDANCE: VISION INTO ACTION

Pre – Service ● August 18-19, 1999

EVALUATION FORM

Your position: Elementary_____Junior High_____High School__**9**____ Other_____

Attended: Both Days___**9**____Other_____

Please indicate you agreement with each of the following by circling the appropriate number.

		Agree			*Disagree*
1.	The opportunity to dialogue with colleagues about the counseling program was useful.	4 (7)	3 (2)	2	1
2.	The presenters facilitated the tasks effectively.	4 (7)	3 (2)	2	1
3.	The materials provided were useful.	4 (7)	3 (2)	2	1
4.	The materials were appropriate for the program.	4 (8)	3 (1)	2	1
5.	The physical arrangements were adequate.	4 (4)	3 (4)	2(1)	1
6.	The guest speakers provided useful and appropriate information and tasks.	4 (4)	3 (5)	2	1
7.	The overall program will be useful to me this school year.	4 (7)	3 (2)	2	1

My most valuable learning was:
- Seeing others really buy into model!
- In dialoguing with colleagues
- The dialogue was generally useful and kept my attention
- Getting a sense of achievement and hope – results of survey – pie charts
- Time/Task analysis printouts – Kentwood student evaluation
- Working on our comprehensive plan as a team – members from all levels
- Meeting with by colleagues and plan for the future
- Hearing the opinions of others

I intend to use this learning by:
- Keeping on
- Looking at it carefully (the survey) to look to changing present procedures – re-direct activities
- Implementing an evaluative tool
- Using the time and task data to evaluate the needs for various counseling competencies
- Implementing the icebreakers! Love the energizers -

I would like to learn more about:
- "Best Practices", ideas
- Outcome based research or counseling
- K-12 comprehensive plans and curriculum ideas
- Counseling related staff development ideas/programs
- Other building programs

I would like to be involved in the process by: (your name_____)
- I am so happy to feel like the final CC&G document is on its way to the final draft copy!

Your input is crucial as we continue to develop and expand our program. Thank you!

KENT SCHOOL DISTRICT
COMPREHENSIVE K-12 COUNSELING and GUIDANCE PROGRAM
ADVISORY COUNCIL

What	A group of community, professional and school personnel and students who meet to advise and assist the CC & G program with the Kent School District. The group unabashedly advocates on behalf of young people.
When	As a minimum, four times per year during the first two years; thereafter, at least annually. The group may meet after school or during the evenings at the discretion of the members.
Where	Usually the meetings will be held at the District Administration Center; however, they may be held elsewhere as needed.
Why	The primary function is to establish a formal communication link between the various individuals being served by the comprehensive counseling and guidance program itself. It provides a channel for information, understandings and programmatic concepts to flow between representatives of the groups and those implementing the program. The Advisory Council will: ✓ Assist in determining needs ✓ Provide feedback on the planning and delivery of program activities ✓ Communicate to others about the design and purpose of the program ✓ Provide and/or consult about resources needed for the program
Who	Membership is flexible yet represents all facets of people who come in contact with children and youth. The committee members represent students, parents, school personnel and community members.

Creating Opportunities for Community Collaboration

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Kent School District
Student Services

Toward the Development of a Comprehensive
K-12 Counseling and Guidance Program

Advisory Council

Thank you for your interest in this venture! Kent School District is committed to the development of a comprehensive counseling and guidance program that is aligned with the Washington State Guidelines. This is a tremendous undertaking that requires energy and contributions not only from counselors but other stakeholders throughout the school and community. The role of the Advisory Council will include four meetings per year through the 1999 – 2000 school year. Other opportunities for involvement could include:

- Attend a future training on designing and implementing a comprehensive counseling/guidance program that is aligned with the Washington State Guidelines

- Provide input to project leadership in a more direct way (for example):
  - Identifying desired student competencies
  - Designing needs assessment tool(s)
  - Analyzing data from student needs assessments
  - Examining various resource allocation strategies
  - Communicating with school and community regarding counseling & guidance
  - Other ways you would like to contribute:_____

_____

Your participation is welcome at any of these levels! We appreciate the additional demand on your time and your attendance at the Advisory Council meetings will serve as a vital link to school and community.

Please assist us to design the next agenda and future communications by writing any questions, concerns or information not addressed.

Given the recent events in Colorado, I would imagine the issue of violence + how it is being addressed + what's the role of counseling are topics that will surface at the next mtg. - Eg - what more can be done. It would be good to be ready to discuss this.

Debbie Ranniger 4/26/99

NAME DATE

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KENT SCHOOL DISTRICT

January 14, 2000

Dear Advisory Council Members,

Welcome to the new Millennium!

The agenda for the January 24thAdvisory Council meeting in enclosed. Please note that we will be returning to the KSD Board room for the meeting. We look forward to the continued collaboration as we strive to develop the Comprehensive Counseling and Guidance Program model for Kent School District. The insight and perspective each member contributes make this an exciting venture.

The work on the elementary and secondary needs assessment tools have been completed and those surveys will be shared. The members of the Counseling and Guidance Task Force would like your input on several question areas specifically not covered i.e., relationships, substance use and character education. The process and timeline of the assessments will be discussed. The agenda may seem brief, but much discussion is anticipated, as usual!

Council member's input on the CC&G draft document will be very valuable. Various school personnel and several community members have reviewed the document. Several issues have arisen as a result of this and we welcome your input.

The collaborative nature of the Advisory Council can only strengthen the services we strive to develop and provide to Kent School District students. We look forward to seeing you on January 24th!

Sincerely,

Deborah J. Solatka

Deborah J. Solatka
Student Services

C Katherine Nelson

Student Services
2033 SE 256th Street
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98031-6643
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KENT SCHOOL DISTRICT
Student Services
Kent, Washington
K-12 Comprehensive Counseling and Guidance

DATE: June 9, 1999

MEMO TO: Advisory Council Members

FROM: Deborah Solatka
Student Services

SUBJECT: Minutes - Advisory Council Meeting
May 24, 1999
Board Room

Present: Gwen Dupree, Katherine Nelson, Gary Jordon, Janis McBrayer, Debbie Ranniger, Elizabeth Schamhorst, Susie Shields, Cathy Wegner, Kay Perman, Linda Ruby, Brian Wirzbicki, A.J. Vaughns, Judy O'Neal, Lori Kasemeier, James Junior, Laura Lopata, Katie Pagenkopf, Chris Vinson, Paula Eismann

Agenda Items

Katherine Nelson welcomed the council members and directed their attention to the fact that the intent of this two-year process is to design a developmentally appropriate program of counseling and guidance services for K-12 students. The focus of the very full agenda was to gain council member input on types of services, present them with a picture of current services as reflected through data collection and to set sights on future directions.

Council members received a piece of the puzzle that either represented the program model or one the five guiding principles that have directed the counseling Task Force. Members shared their perceptions, which are summarized on the attached second sheet. This feedback will be shared with the K-12 counselors at the final Task Force meeting on June 7 and expanded upon at future Council meetings.

The extensive dialogue was very enlightening and informative for all in attendance. The perceptions shared by the two student members were very valuable. The results of the extensive time and task data collection that had been done by counselors across all three levels was postponed until the fall 1999 meeting. It is an important piece of information that will demonstrate the types of services counselors are currently providing. Summary data will be one of the major pieces of the puzzle to examine next year and will be distributed at that time.

Enclosed is a summary of the current KSD career specialist job description. This information was requested at the March Advisory Council meeting and prepared by Susie Shields.

The meeting times for the 1999 – 2000 school year will be altered to reflect the wishes of the group. One additional meeting date in the fall has been set aside. Thank you for your participation on the Counseling and Guidance Advisory Council.

Future Meeting Dates for 1999 – 2000
3:15 – 5:00 p.m.

Board Room:	September 17
	November 29
	January 24
	March 27
	May 22

Enclosures

Advisory Council Summary
May 24, 1999

PROGRAM COMPONENTS

Individual Planning

- IEP for each student
- Time to meet with each student
- Familiarize students with available resources i.e., - Who do you go to for what help

Guidance Curriculum

- Credit checks
- Acquainting students with yearlong activities
- Post secondary resources: how & what
- School based projects and programs
- Peer relationships
- Learning self assessment
- How to survive junior high
- Peer helping/counseling skills

Responsive Services

- Educate crisis vs. non-crisis situations
- Peer helping/counseling skills could be a preventative tool
- Train other school adults to assist

System Support

- Staff development based upon building and student needs
- Balance between kids and meetings
- Develop year long schedule to balance activities and high impact times i.e., registration, state & district testing

GUIDING PRINCIPLES or a K-12 Comprehensive Counseling & Guidance Program will...

Focus on Prevention

- Preventative & proactive approach
- Conducting student support groups
- Collaboration with teachers
- Training staff
- Parent seminars i.e., "normal" adolescent development
- Peer connection/peer tutoring

Contribute to a climate that removes barriers to learning

Identify influences outside of the classroom
Utilize parents as partners
Utilize students to assist their peers when appropriate
Address accessibility to teachers
Assist with school/grade level transitions
Educate students about "self sabotage"

Promotes Equity

Both male and female issues given equal time from staff
Widening the "safety net" for all students
Taping into academic leadership

Contribute to a learning environment that creates academic success

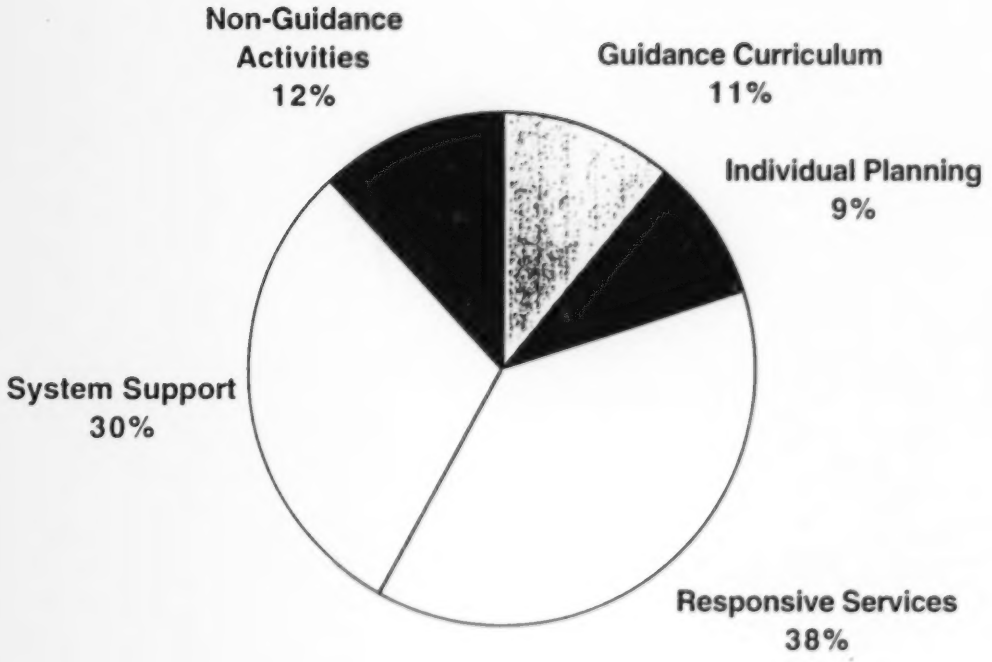
Assist with placement in a setting that is appropriate for their level
Making sure kids are emotionally secure
Team building with group's i.e., Natural Helpers
Create a balance of individual student needs vs. group needs vs. tasks

Intentional About Our Program

Planning ahead
Proactive
Talking into doing
Making things happen

KENT SCHOOL DISTRICT
ELEMENTARY SCHOOL SUMMARY for 1998 - 1999 *

COUNSELING PROGRAM COMPONENTS by PERCENTAGES



* Represented Schools:

Daniel
East Hill
Glenridge
Kent
Martin Sortun
Meridian
Neely O'Brien
Sawyer Woods

KENT SCHOOL DISTRICT
COMPREHENSIVE COUNSELING AND GUIDANCE TASK FORCE
TIME AND TASK ANALYSIS FORM -**Revised**
1998-1999

School _____ Counselor _____ Time/Period _____

CATEGORIES:	GUIDANCE CURRICULUM	INDIVIDUAL PLANNING	RESPONSIVE SERVICES	SYSTEM SUPPORT	NON-GUIDANCE ACTIVITIES
Examples of Activities:	Classroom Activities, Parenting Class Teaching Training	Advisement, Assessment, Placement, Vocational/ Occupational Exploration 504 IEP Behavior Contract K Screening Case Management	Consultation, Personal Counseling Small Groups, Individual Counseling, Crisis Counseling, Referral CPS Mediation Conferences Class Crisis Intervent Contracts	Research, Staff Community Development, Professional Development, Committee/ Advisory Boards, Program Management/Operation MDT, Building Master Sched Family Advocate Team PTA, Conflict Manag. Prog. Kindergarten Round-Up Volunteer Coordinator Building Committees LIT Team	Bus/ Lunchroom or, Playground Duty, Balancing Classes Testing Bubbling/Cleaning PSAT Writing assessment Substitute teaching
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AFTER SCHOOL ACTIVITIES: IE peer mediation

11/98

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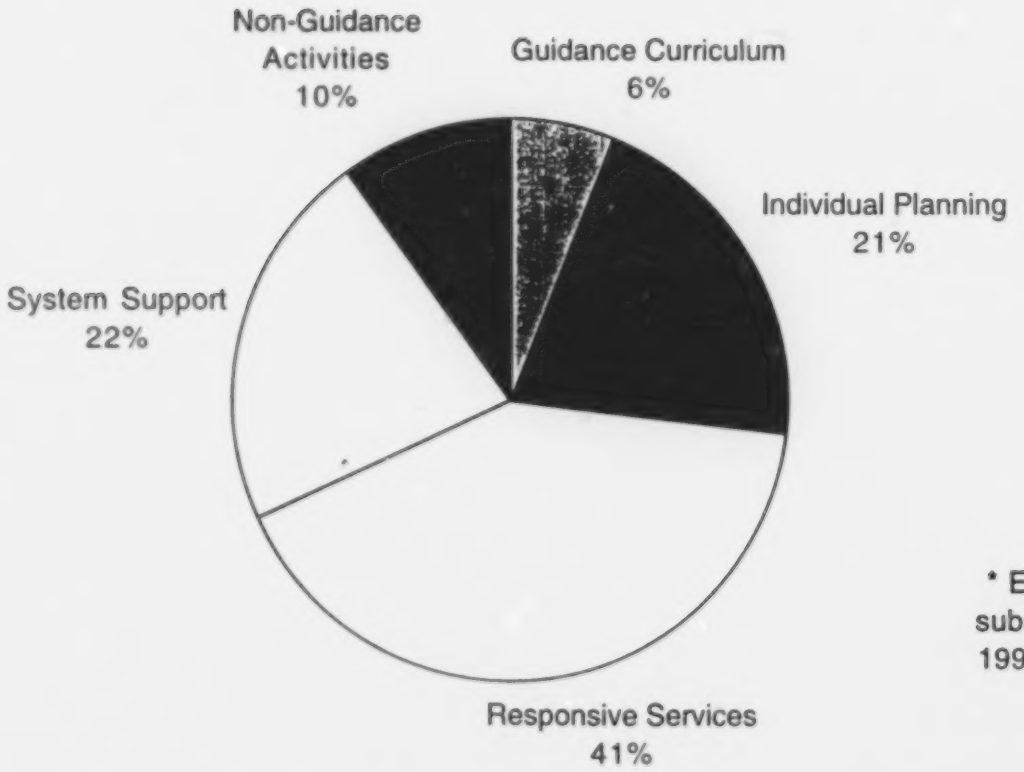
KENT SCHOOL DISTRICT
JUNIOR HIGH SCHOOL SUMMARY for 1998 - 1999*

COUNSELING PROGRAM COMPONENTS by PERCENTAGES



* Each junior high school submitted data during the 1998 - 1999 school year.

KENT SCHOOL DISTRICT
COMPREHENSIVE COUNSELING AND GUIDANCE TASK FORCE
TIME AND TASK ANALYSIS FORM -**Revised**
1998-1999

School _____ Counselor _____ Time/Period _____

CATEGORIES:	GUIDANCE CURRICULUM	INDIVIDUAL PLANNING	RESPONSIVE SERVICES	SYSTEM SUPPORT	NON-GUIDANCE ACTIVITIES
Examples of Activities:	Classroom Activities, Parenting Class Teaching Training	Advisement, Assessment, Placement, Vocational/ Occupational Exploration 504 IEP Behavior Contract K Screening Case Management	Consultation, Personal Counseling Small Groups, Individual Counseling, Crisis Counseling, Referral CPS Mediation Conferences Class Crisis Intervent Contracts	Research, Staff Community Development, Professional Development, Committee/ Advisory Boards, Program Management/Operation MDT, Building Master Sched Family Advocate Team PTA, Conflict Manag. Prog. Kindergarten Round-Up Volunteer Coordinator Building Committees LIT Team	Bus/ Lunchroom or, Playground Duty, Balancing Classes Testing Bubbling/Cleaning PSAT Writing assessment Substitute teaching
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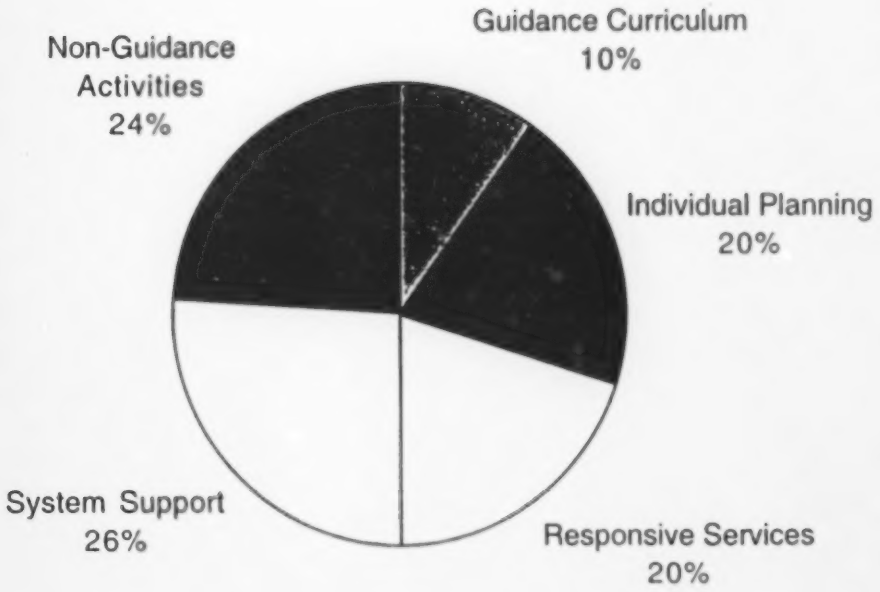
AFTER SCHOOL ACTIVITIES: IE peer mediation

11/98

KENT SCHOOL DISTRICT
SENIOR HIGH SCHOOL SUMMARY for 1998 - 1999*

COUNSELING PROGRAM COMPONENTS by PERCENTAGES



* Each senior high school submitted data during the 1998 - 1999 school year

KENT SCHOOL DISTRICT
COMPREHENSIVE COUNSELING AND GUIDANCE TASK FORCE
TIME AND TASK ANALYSIS FORM/HIGH SCHOOL
1998-1999

School _____ Counselor _____ Time/Period _____

CATEGORIES:	GUIDANCE CURRICULUM	INDIVIDUAL PLANNING	RESPONSIVE SERVICES	SYSTEM SUPPORT	NON-GUIDANCE ACTIVITIES
Examples of Activities:	Orientations Info. Resources Class Presentations Workshops Newsletter/Bulletin College Reps. Speakers Staff Inservices Natural Helpers Peer Mediators Parent Night	Academic Advising Post HS planning Recommendations Career Counseling New Student Orien Test Interpretation Student Monitoring 504	Problem Solving Indiv. Counseling Crisis Counseling Family Counseling Group Counseling Parent-Staff Mtgs. Referrals Consultation Mediation Transition Program	Personal Organization Department Duties SST Pathway Participation Prof. Development Staff Meetings Committee Participation Community Relations Event Participation	A - Sched. Changes B - Group Testing C - Registration D - Credit checks (Sr) E - RS Authorization O - Other (GRCC authorization) (BYU enrollment) (Foreign Exchange)
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11/98

COMPREHENSIVE COUNSELING & GUIDANCE PROJECT
NEEDS ASSESSMENT PILOT - COSTS & TIMELINE

500 Elementary versions = $33.25

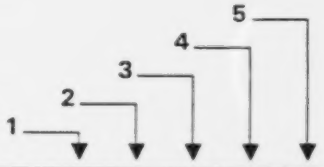
700 Secondary versions = $50.00
$83.25 from Counseling budget

September 20, 1999	Work group meets to begin construction of needs assessment tools. Samples from other Washington State schools and other states were reviewed.
October 4 and November 1, 1999	Draft versions were reviewed during both meetings of the CC & G Task Force.
December 6, 1999	Special combined session of Advisory Council and Task Force to focus on content and readability of questions. Questions re-worked at all levels.
January 3, 2000	Draft versions are reviewed and question statements are re-worded By the CC & G Task Force.
January 13, 2000	Co-chairs re-write the response options on the secondary version.
January 19, 2000	Assistance from Information Technology Department, Donna Buzar to create the survey on-line.
January 24, 2000	Advisory Council provides input regarding question wording and recommendations on question content.
February 7, 2000	Consensus on elementary and secondary versions by the CC & G Task Force. Response options on all versions will use consistent three-option choice.
February 8, 2000	Final versions of pilot needs assessment tool submitted to Information Technology for printing on scan forms.
February 10-14,2000	Pilot needs assessment tools sent to the following sites: East Hill, Jenkins Creek, Covington, Park Orchard, Grass Lake, Kent Elem. Northwood, Cedar Heights, Kent Junior, Sequoia, Kentridge and Kentwood. Approximately 500 elementary and 700 secondary students will be surveyed.
March 6, 2000	Preliminary results will be reviewed at CC & G Task Force. Final decision on question rewriting and timeline for spring needs assessment.
March 27, 2000	Advisory Council will review preliminary results and Task Force recommendations for the future needs assessment surveys in spring 2000 at remaining volunteer school sites.

DO NOT WRITE IN THIS AREA

Comprehensive Counseling and Guidance Program - Student Needs Assessment for Grades 4/5/6 — Intermediate Student Survey 109

Please complete the survey below to help the school counselor plan for future activities.
Please answer the first two questions with your grade and if you are a girl or a boy.
Please mark the other questions with the number that best describes what YOU think:
1 = I want to know this OR 2 = This is not important now OR 3 = I already know this



	1	2	3	4	5
What grade are you in this year? Mark: 1 = 4th grade OR 2 = 5th grade OR 3 = 6th grade	①	②	③	④	⑤
Mark: 1 = girl OR 2 = boy	①	②	③	④	⑤
Mark your school code. Refer to your teacher.	①	②	③	④	⑤
I would like to know more about different ways to learn.	①	②	③	④	⑤
I would like to know what supplies I need for class	①	②	③	④	⑤
I would like to know how to get my homework in on time	①	②	③	④	⑤
I would like to know how to study	①	②	③	④	⑤
I would like to know how to set goals	①	②	③	④	⑤
I would like to know how to reach my goals	①	②	③	④	⑤
I would like to know my personal strengths and talents	①	②	③	④	⑤
I would like to know what subjects I do best in at school	①	②	③	④	⑤
I would like to know what subjects I need to work on more in school	①	②	③	④	⑤
I would like to know how to identify my feelings	①	②	③	④	⑤
I would like to know how to control my behavior and to make good choices	①	②	③	④	⑤
I would like to understand and appreciate people who are different from me.	①	②	③	④	⑤
I would like to know how to get along with others	①	②	③	④	⑤
I would like to know how to be a good friend	①	②	③	④	⑤
I would like to know how to talk with and listen to others	①	②	③	④	⑤
I would like to know how to work cooperatively in groups	①	②	③	④	⑤
I would like to know how to resolve conflicts with other people.	①	②	③	④	⑤
I would like to know how to handle my anger in positive ways	①	②	③	④	⑤
I would like to know how I can recognize when others need help	①	②	③	④	⑤
I would like to know how to find appropriate help for myself and others	①	②	③	④	⑤
I would like to know how my skills and talents relate to future jobs	①	②	③	④	⑤
I would like to know what skills and attitudes help me to be a good worker	①	②	③	④	⑤
	①	②	③	④	⑤
	①	②	③	④	⑤

DO NOT WRITE IN THIS AREA

Comprehensive Counseling and Guidance Program - Student Needs Assessment for Secondary Grades — Junior High Survey 110

Please complete this survey to help the school counselors plan future services and activities.

The first three questions use a different scale and mark your answers accordingly.

The remaining questions are answered in one of the following ways that describe what YOU think:

1 = I want to know this
2 = This is not important now
3 = I already know this

Thank you for your assistance!

	1	2	3	4	5
What grade are you in this school year. 1 = 7th grade, 3 = 8th grade OR 5 = 9th grade	①	②	③	④	⑤
Mark: 1 = female OR 5 = male	①	②	③	④	⑤
Mark your school's code. Refer to your instruction sheet.	①	②	③	④	⑤
I would like to know how my courses relate to possible careers.	①	②	③	④	⑤
I would like to know how interests & abilities relate to careers.	①	②	③	④	⑤
I would like to know the educational steps to reach my career goals.	①	②	③	④	⑤
I would like to know how to choose my classes.	①	②	③	④	⑤
I would like to know how I learn best in the classroom.	①	②	③	④	⑤
I would like to know how to be prepared to learn in class.	①	②	③	④	⑤
I would like to know effective study habits.	①	②	③	④	⑤
I would like to know effective goal setting strategies.	①	②	③	④	⑤
I would like to know how to achieve my goals.	①	②	③	④	⑤
I would like to know my personal strengths and weaknesses.	①	②	③	④	⑤
I would like to know how to identify and deal with my feelings appropriately.	①	②	③	④	⑤
I would like to know how make responsible choices about my behavior.	①	②	③	④	⑤
I would like to know how to understand and appreciate other people.	①	②	③	④	⑤
I would like to know how to get along with others.	①	②	③	④	⑤
I would like to know how to express myself effectively and appropriately.	①	②	③	④	⑤
I would like to know how to effectively listen to others.	①	②	③	④	⑤
I would like to know how to work cooperatively in a variety of group situations.	①	②	③	④	⑤
I would like to know how to express my anger in positive ways.	①	②	③	④	⑤
I would like to know how to resolve conflicts with other people.	①	②	③	④	⑤
I would like to know how to recognize when others need help and how to help them.	①	②	③	④	⑤
I would like to know how to develop an academic plan to reach my educational goals.	①	②	③	④	⑤

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DO NOT WRITE IN THIS AREA

Comprehensive Counseling and Guidance Program - Student Needs Assessment for Secondary Grades — Senior High Survey 11

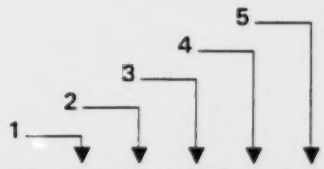
Please complete this survey to help the school counselors plan future services and activities.

The first three questions use a different scale and mark your answers accordingly.

The remaining questions are answered in one of the following ways that describe what YOU think:

1 = I want to know this
2 = This is not important now
3 = I already know this

Thank you for your assistance!



	1	2	3	4	5
What grade are you in this school year. Mark: 1 = 10th grade 3 = 11th grade 5 = 12th grade	①	②	③	④	⑤
Mark: 1 = female OR 5 = male	①	②	③	④	⑤
Mark your school's code. Refer to your instruction sheet.	①	②	③	④	⑤
I would like to know how my courses relate to possible careers.	①	②	③	④	⑤
I would like to know how interests & abilities relate to careers.	①	②	③	④	⑤
I would like to know the educational steps to reach my career goals.	①	②	③	④	⑤
I would like to know how to choose my classes.	①	②	③	④	⑤
I would like to know how I learn best in the classroom.	①	②	③	④	⑤
I would like to know how to be prepared to learn in class.	①	②	③	④	⑤
I would like to know effective study habits.	①	②	③	④	⑤
I would like to know effective goal setting strategies.	①	②	③	④	⑤
I would like to know how to achieve my goals.	①	②	③	④	⑤
I would like to know my personal strengths and weaknesses.	①	②	③	④	⑤
I would like to know how to identify and deal with my feelings appropriately.	①	②	③	④	⑤
I would like to know how make responsible choices about my behavior.	①	②	③	④	⑤
I would like to know how to understand and appreciate other people.	①	②	③	④	⑤
I would like to know how to get along with others.	①	②	③	④	⑤
I would like to know how to express myself effectively and appropriately.	①	②	③	④	⑤
I would like to know how to effectively listen to others.	①	②	③	④	⑤
I would like to know how to work cooperatively in a variety of group situations.	①	②	③	④	⑤
I would like to know how to express my anger in positive ways.	①	②	③	④	⑤
I would like to know how to resolve conflicts with other people.	①	②	③	④	⑤
I would like to know how to recognize when others need help and how to help them.	①	②	③	④	⑤
I would like to know how to develop an academic plan to reach my educational goals.	①	②	③	④	⑤
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	①	②	③	④	⑤
	①	②	③	④	⑤
	①	②	③	④	⑤
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	①	②	③	④	⑤
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